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ABSTRACT

Three program objectives are articulated for establishing a developmental education program to increase retention and graduation rates among academically disadvantaged students at Triton College: (1) instituting horizontal (teaching basic skills) and vertical (assisting in the transfer of basic skills to students' total educational programs) support systems; (2) restructuring policy, faculty and student orientation, and counseling procedures; and (3) creating a center specifically for disadvantaged students to provide academic, counseling, and social support services. Implementation of the first objective involves developing an Individualized Educational Plan for each student based on test results, previous academic and learning history, and present goals and interests. The second objective involves conducting faculty in-service workshops to familiarize them with the program. Third objective implementation requires designing the Learning Assistance Center to facilitate students' maximum use of its support services, to enhance communication among program staff, and to encourage articulation with faculty and other academic units within the college. Student progress, program, follow-up, and administrative evaluation procedures are discussed. The existing program vs. proposed changes in testing, policy, course structure and content, staffing needs are reviewed point by point. (TE)

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P R O P O S A L

DEVELOPMENTAL EDUCATION PROGRAM

February 1978

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JC 780 215

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P R O P O S A L
Developmental Education Program
February 1978
Ms. Phoebe Helm

Introduction:

Successful Developmental Education Programs for college students have been found by Roueche and Snow (1977) to have fine characteristics in common. These characteristics are as follows:

> "First, as much effort is devoted to improving students' self-concepts as is made to improving reading and writing skills. Second, English, reading, and math courses are taught so as to reinforce the students' verbal and quantitative abilities in other courses (for instance, students in nursing are given reading, writing and math assignments that would be required in the nursing profession). Third, teachers believe their students have talents and can learn with the proper instruction. Fourth, teachers accept some of the responsibility for increasing their students' desire to learn. And finally, teachers are open to their own growth and development; that is, they are looking for better ways to assist their students."

The following proposal is designed to provide such a comprehensive Developmental Education program for students at Triton. It is anticipated that this program will serve approximately one-third of Triton's full-time student body. A large number of students presently enrolled as "limited students" are in need of the proposed services.

PROJECT DESIGN

THE PRIMARY GOAL OF THE DEVELOPMENTAL EDUCATION PROGRAM IS TO INCREASE RETENTION AND GRADUATION RATES OF ACADEMICALLY DISADVANTAGED STUDENTS AT TRITON COLLEGE.

The program's objectives are:

-To institute a horizontal and vertical support system for academically disadvantaged students to insure academic

success by teaching basic skills (horizontal) and assisting in the transfer of those skills to students' total educational programs (vertical).

-To restructure the policy, faculty and student orientation, and counseling to facilitate the mainstreaming of academically disadvantaged students through the Developmental Education program.

-To create a center for academically disadvantaged students which will provide academic, counseling, and social support services.

A. DESCRIPTION OF SERVICES AND MANNER OF PROVISION: DEVELOPMENTAL EDUCATION PROGRAM OBJECTIVES AND PROCEDURES OF IMPLEMENTATION.

1. Objective one To institute a horizontal and vertical support system for academically disadvantaged students to insure academic success by teaching basic skills (horizontal support) and assisting in the transfer of those skills to students total educational program (vertical support).

Implementation

a. Develop an Individualized Educational Plan (IEP) for each student based on each student's test results, previous academic and learning history, and present goals and interests.

The IEP's are developed by the instructors in collaboration with the student, his counselors including paraprofessional and tutorial staff. The IEP is a comprehensive plan for maximizing the students' strengths while overcoming weaknesses and can be used with any student at any stage of development.

Contracts will be utilized in goal setting and recording the student's progress in all the skill areas included in his IEP. Each contract will cover a two-week period (depending on the student's level and ability to set realistic goals). When the contract is completed and its progress recorded and evaluated, a new contract will be drawn up with the student charting his/her course of activities for the next two weeks. The IEP maps the particular vertical and horizontal academic support system developed with each student throughout the project. A sample IEP for a particular student is found in Appendix I.

b. Provide a horizontal support system to insure mastery in basic skill areas and additional services as needed for students with limited English speaking ability and academically disadvantaged students. Individual students will receive instruction in specific basic skill areas, reading, study skills, writing, and math-as needed. A description of the complete horizontal support system follows.

(1) Reading and Study Skills

(a) Content

Reading Skills

1. Word recognition
2. Vocabulary
3. Comprehension
   (a) literal comprehension of relevant details
   (b) recognition and formulation of main ideas
   (c) interpretation
   (d) drawing conclusions
4. Skimming - scanning
5. Setting purposes for reading
6. Method of reading textual materials

Study Skills

1. Budgeting time
2. Organizing of information for retention
3. Notetaking (acquisition and revision)
4. Listening
5. Memory training
6. Underlining textual materials
7. Preparation for examinations
8. Test-taking skills
   (a) multiple choice
   (b) short answer
   (c) essay

(b) Structure and Personnel

1. Reading faculty will conduct classes for groups of 20 students in basic reading skill areas one hour per week. Paraprofessionals will work individually with students in the reading and writing lab (page 13-14) one hour twice a week to assist students in assimilation and application of skills learned in class to specific content areas using IEP's.
2. The reading and writing lab will be open to students 40 hours per week with paraprofessionals available for assistance as needed.

(2) Basic Writing will include:

(a) Content

1. Writing of a complete sentence.
2. Writing of one short paragraph with a main idea and two or three supporting details.
3. Writing of a three to five paragraph paper having a thesis statement, main ideas, and supporting details with the paragraphs developed in a manner that has unity and coherence.
4. Developing the awareness that writing requires a rough draft and many revisions.

(b) Structure and Personnel

1. Writing skills will be taught by the English faculty utilizing modules and IEP's.
2. Individual lab work with paraprofessionals will be required as needed for students' success.
3. Emphasis will be placed on application to students' study content areas with follow up on writing assignments in other areas.

(3) Basic Mathematics will include:

(a) Content

1. Numerical computation (addition, subtraction, multiplication, and division of whole numbers)
2. Use of fractions
3. Percentages
4. Ratios
5. Negative numerals
6. Basic algebraic equations
7. Reading problems and how to set them up
8. Metric system
9. Versatility of mathematical formulas

(b) Structure and Personnel

1. Math skills will be taught in individualized format using audio-visual programs and paraprofessional assistance for supervised practice.
2. Paraprofessionals will be utilized to assist students in applying basic math skills to specific study areas; i.e., chemistry, technical math, etc.

(4) Counseling of Developmental Students - Counselors will initially meet with students once a week to discuss problems, coordinate financial aid, set goals, and develop a positive self-concept.

(5) Special Services for Students with Limited English Speaking Ability.

(a) The horizontal support system in basic skill areas described above will be modified to suit the specific needs of students with limited English speaking ability.

(b) Bilingual tutors will be provided for ESL students as needed.

c. Provide a vertical support system to insure successful transfer of basic skills to other subject areas to promote rapid advancement toward becoming an independent learner.

(1) The vertical support system will provide each developmental student with free and flexible tutoring at any time and in any subject area throughout his educational program at Triton. A student may receive this tutoring regardless of whether or not he/she is currently enrolled in a basic skills class.

(2) Students will initiate use of program services.

(3) Counselors will continue to provide academic, personal, and career counseling to developmental participants.

(4) Plan a "successful year" party for students in the program.

(5) Involve developmental students in planning and implementing orientation for new students in the program to develop leadership and organizational skills.

2. Objective Two To restructure academic policy, faculty and student orientation, and counseling to facilitate the mainstreaming of academically disadvantaged students through the Developmental Education program.

Implementation

a. Adjust academic policies in accordance with the needs of disadvantaged students to fit into the mainstream of Triton College.

(1) Change policy to allow students in developmental classes to take additional courses for college credit in order to:

-increase motivation of students

-increase transfer of basic skills

-decrease isolation of students in developmental courses.

This policy change will be implemented in Fall, 1978.

(2) Develop flexible entrance and exit paths for developmental classes in order to:

-maximize student use of developmental resources

-minimize frustration involved in being "misplaced" in a course and having no means of getting immediate assistance.

b. Conduct Faculty In-Service Workshop to include:

(1) Orientation to the purposes, structure, and content of the Developmental Education program.

(2) Understanding and methods of working with academically disadvantaged students.

(3) Sensitivity training in faculty problem areas in dealing with disadvantaged students including:

(a) pre-existing expectations as to what a student can do

(b) fear or insecurity in communicating with a handicapped person

(c) tendency to be sympathetic and focus on the handicap rather than the skills which need to be taught

(d) need to maintain standards in skill level required not limited by a lack of expectancies for these students

(e) alleviation of biases and sterotypes regarding disadvantaged students.

c. Plan and implement a revised orientation system for developmental students.

(1) Revise Oreintation Day at Triton for developmental students emphasizing:

-small group interaction

-acquaintance with Triton; tour of facilities

-exposure to "success stories" from returning students from disadvantaged backgrounds and well-known leaders from disadvantaged backgrounds. (i.e., Dr. William O. Moore, Ohio State University; Dr. Johnie Ruth Clark, St. Pete's Junior College, Fla).

(2) Revise the Orientation Classes at Triton to suit the needs of developmental students by:

-continuing the orientation classes held one hour/week throughout the entire semester

-designing tasks for developmental students in orientation class to force them to discover aspects

of Triton related to their interests and survival such as: how the system works, course offerings, how to register, and how to pay fees

-design explorations of various careers including an awareness of training and employment opportunities for academically disadvantaged students.

The methodology for achieving the above includes:

(1) films
(2) tour of our facilities
(3) orientation to Triton's programs
(4) visit regular classes in career and transfer programs
(5) reading about various careers and career programs
(6) talks by representatives from selected fields

d. Restructure counseling procedures to maximize services for developmental students.

(1) Create a core of counselors assigned only to developmental students and located in the Learning Assistance Center (see Objective Three).

(2) Decrease the counseling/student ratio for developmental counselors in order to allow counselors to increase their involvement with students.

(3) Involve counselors, faculty, and the Developmental Education staff in the design of students' IEP's to maximize coordination and program effectiveness.

3. Objective Three To create a Learning Assistance Center for academically disadvantaged students which will provide academic assistance, counseling, and social support services.

Implementation

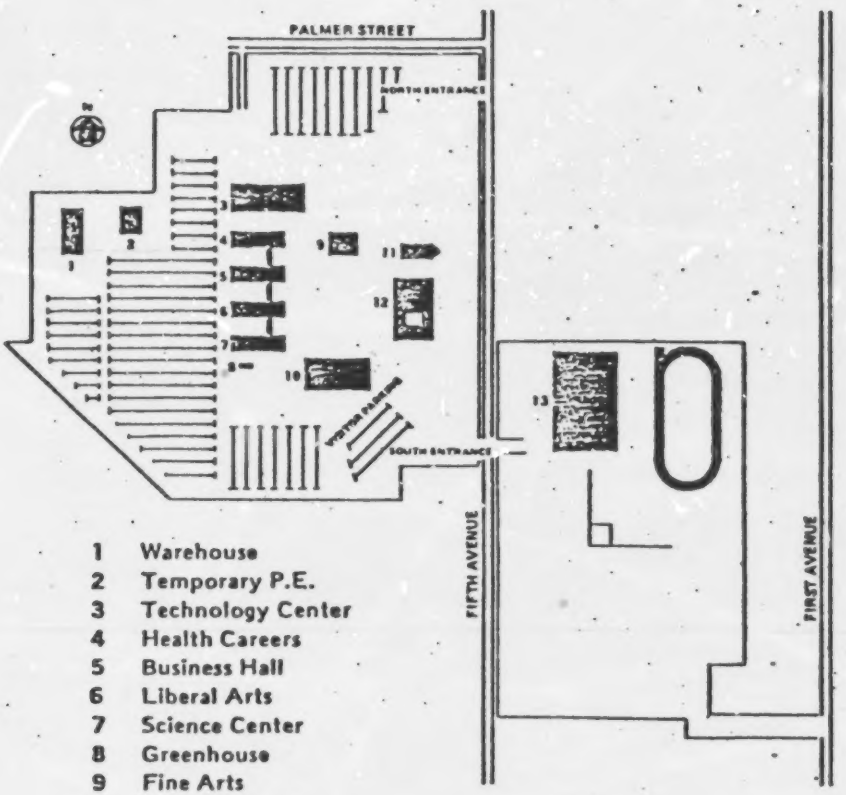
Renovate and restructure the second floor of the Liberal Arts

Building to house a Learning Assistance Center. It is important that the Developmental Education program be geographically located within Triton's academic unit in a manner that:

- -facilitates students' maximum utilization of its supportive services;
- -enhances communication of the program staff (executive director, associate director, counselors, paraprofessionals, and tutors);
- -encourages articulation with faculty and other academic units of the college.

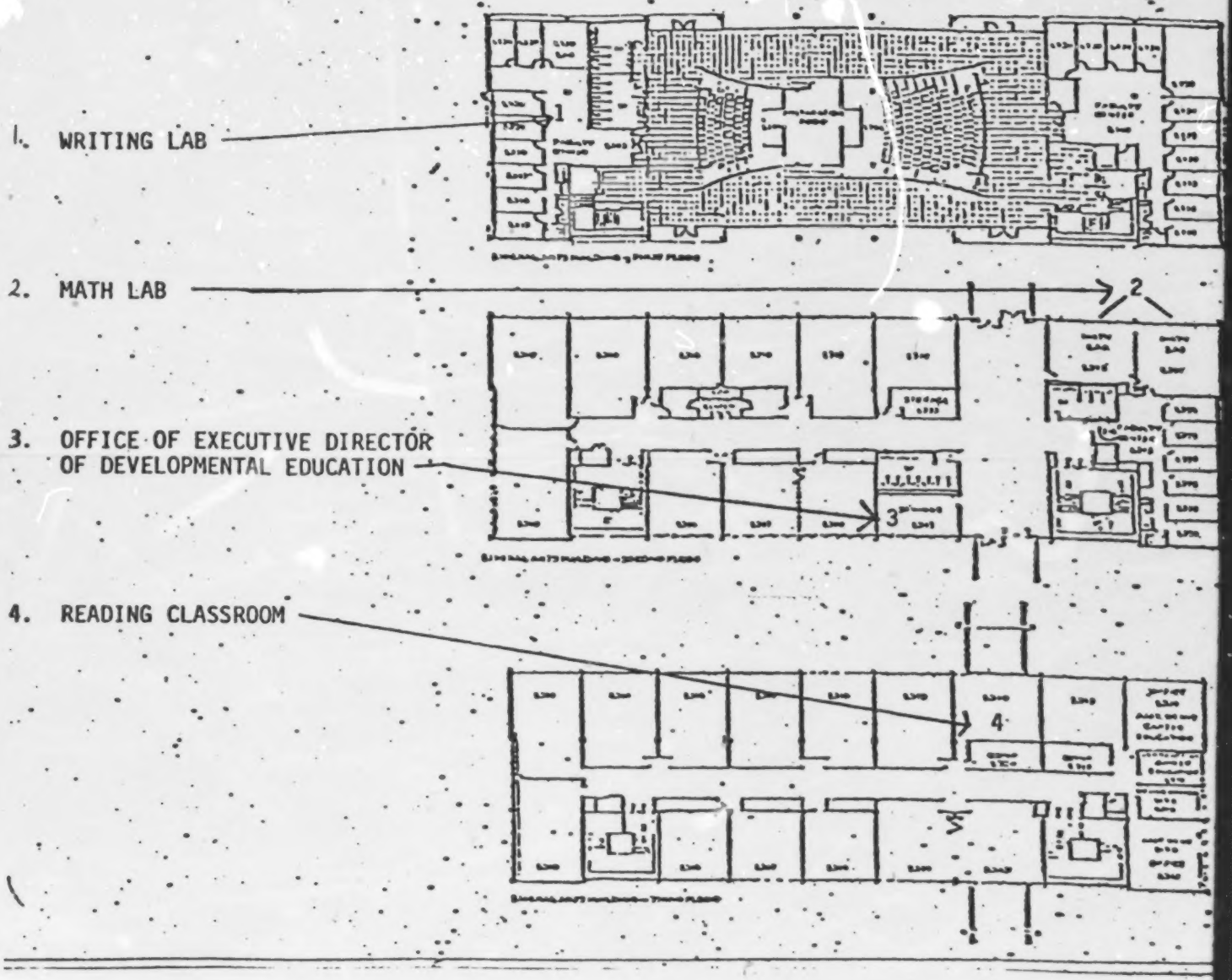
By studying the map of Triton's campus (Figure 3) and the present and proposed floor plans of the Liberal Arts Center (Figure 4), it can be seen that the Learning Assistance Center will be centrally located within the traffic flow of students and faculty. The Center will house the reading and writing lab, the math lab, a tutorial area, materials center, student lounge, staff offices, mini-classrooms, and the office of the Executive Director of Developmental Education. The location of the staff offices within the Center will promote communication with the staff and the students and promote maximum supervision of the Center's activities.

Triton College Campus



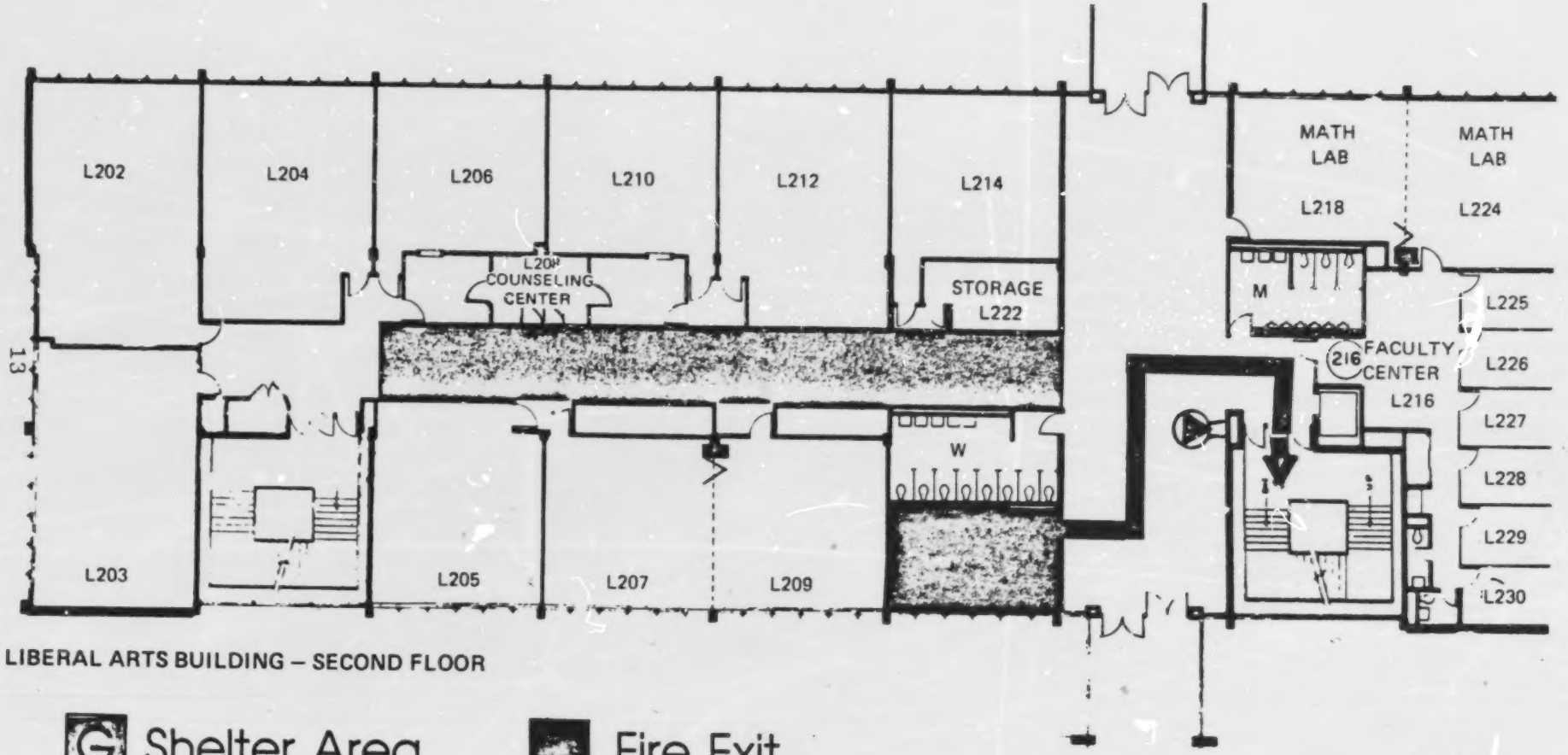
1 Warehouse
2 Temporary P.E.
3 Technology Center
4 Health Careers
5 Business Hall
6 Liberal Arts
7 Science Center
8 Greenhouse
9 Fine Arts
10 College Center
11 Space Center
12 Learning Resource Center
13 Community Career Center (Site)

CURRENT FLOOR PLAN - EXISTING DEVELOPMENTAL PROGRAMS
LIBERAL ARTS BUILDING



EXISTING FLOOR PLAN

You are in area marked in red



LIBERAL ARTS BUILDING – SECOND FLOOR

G Shelter Area

Fire Exit

EMERGENCY TELEPHONE

PROPOSED FLOOR PLAN

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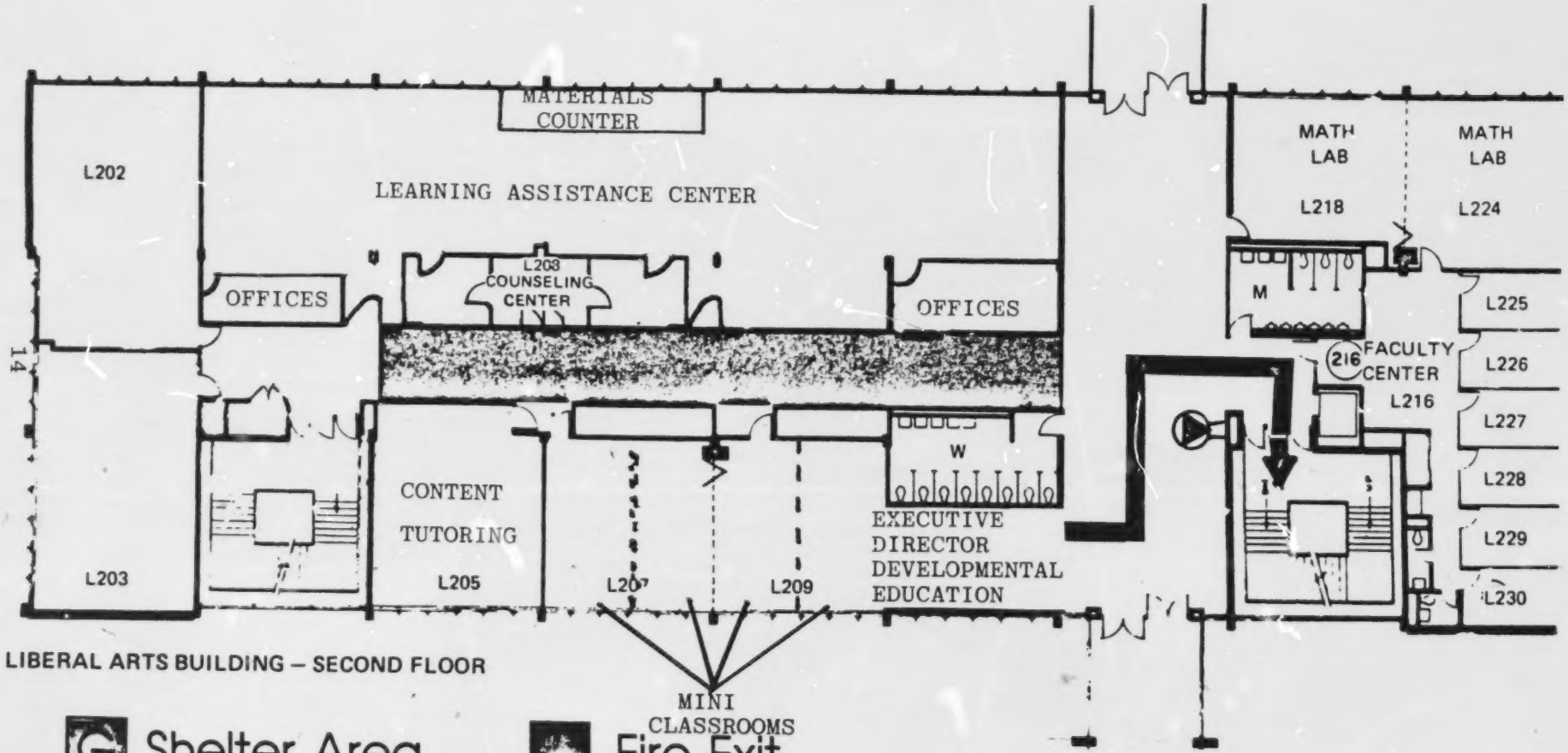

LIBERAL ARTS BUILDING – SECOND FLOOR

Shelter Area

Fire Exit

EMERGENCY TELEPHONE

B. Evaluation

1. Student Progress Evaluation - refers to the ongoing evaluations used at frequent intervals throughout the program to determine the student's progress. These evaluations can occur daily in specific cases but are more likely to occur at two to four week intervals and at the end of each semester. These evaluations will be skill-centered and competency-based specifying the number of objectives met and to what extent they are met.

Implementation of the student progress evaluations will be achieved through:

a. Counseling sessions to discuss the self-report, test results, and determine placement.

b. Evaluation of students' progress based on their Individual Educational Plan.

c. Other diagnostic tests will be assigned as needed which may include:

(1) Diversified aptitude tests

(2) Bender - Gestalt test of motor skills

(3) Vocational preference or interest tests

(4) Durrell Diagnostic Reading Test

(5) Auditory and visual tests including:

(1) audiometer

(2) Wepman Auditory Discrimination

(3) Keystone Telebinocular

These specialized tests (1-5) will be administered only by psychologists or counselors with appropriate training in psychometrics.

d. Monitoring class attendance and degree of participation in the program

e. Utilization of tutorial services

f. Utilization of counseling services

   (a) required

   (b) student initiated

In order that the above evaluation procedures can be undertaken, accurate and detached student records will have to be maintained through the year. The data collected about a student will contain the following: selection criteria, including test scores if applicable, assessment of student's strengths, weaknesses and goals, and the Individualized Educational Plan.

All services provided the student will be documented including counseling sessions, provisions made for tutorial assistance, use of the independent reading development materials, and any other services provided. Summary reports will include information regarding successes, problems, and proposed plans.

If a student drops from the program and/or institution, a serious attempt will be made to provide for an exit interview; however, if this is not possible, all information known regarding the withdrawal will be acknowledged in the student file. These procedures should insure accurate student accountability.

2. Program Evaluation - refers to the formative and summative program evaluation of the project.

Formative Evaluation - The ongoing formal and informal evaluation of the program will include:

(1) Class attendance and degree of participation in the program by project participants.

(2) Utilization of tutorial services by project participants.

(3) Utilization of counseling services by project participants.

(a) required

(b) student initiated

(4) Student evaluations

(5) Staff evaluations (Counselors, tutors, staff, and faculty in the program).

(6) Faculty and administrators outside the program who have had contact with the program participants.

(7) For the purpose of improving the program and its services, students who drop out will be contacted by mail and telephone to determine why they left the program.

3. Summative Evaluation - refers to the comprehensive evaluations (formal and informal) used to measure end results of the program. These evaluations will be administered upon the completion of the student's educational program. Some students will complete their educational program in less than one year. The majority of the student's evaluation will be at the end of two years. Other students who need more time to complete their educational program will also be evaluated at the end of two years (for purposes of reporting to the granting agency) and will be evaluated

again upon the completion of their educational program at Triton.

a. Formal:

(1) Standardized test results - Pre and Post tests will be administered at the beginning and end of the program (approximately two years for most students) for the purpose of measuring gain. Standardized tests, if they are reliable, are not sensitive to change over short periods of time due to the very nature of the definition of reliability; therefore, this longer period of treatment time between tests should provide for more reliable and valid measurement of the skills learned in the program. The pre and post tests will include:

(a) Reading - McGraw-Hill Test of Basic Skills

(b) Math Placement Test

(c) Test of Writing Skills

(d) Norwis - Strickland Test of Self-Concept

(2) Number of students completing an educational or vocational program at Triton.

(3) Cumulative grade point average (GPA) of students participating in the program.

b. Informal

(1) Student evaluations.

(2) Program staff evaluations.

(3) Faculty and administrators' evaluations (those outside the program who have had contact with program participants).

(4) Outside agencies and consultants.

4. Follow-up Evaluations - will be made one year after the student's completion of the program to determine their success in:

   a. Transfer programs at other institutions

   b. Job placement

      (1) employer evaluation

      (2) employee evaluation

5. Evaluation of Program Administration - Some of the evaluation in this area will be reflected in items 1-4 above; however, it seems that the administration of the program will be more accountable if it is directly evaluated. Considerations for program evaluation include:

   a. Number of objectives met

   b. Adequacy of program in meeting students' needs (related directly to criteria for eligibility to program).

   c. Evaluation of administrative staff, faculty, and tutors.

   d. Visibility of program and its services (at Triton and in the district).

   e. Ratio of need in the district (potential participants) to the number of students served by the program.

   f. Adequacy of in-service determined by informal pre - post measures:

      (1) for all the faculty

      (2) program staff and faculty

g. Unit cost - (Ratio of number of students completing the program to the dollars spent in the program). Although dollars spent is somewhat meaningless in relation to the value of these programs to the individuals served and to society in general, unit cost can provide valuable information for decision-making in program development and evaluation.

Implementation of the evaluation procedures is the responsibility of the Project Director.

The proposal for a comprehensive Developmental Education program described above implies a number of significant changes in Triton's present program. These changes will occur in six primary areas: 1) testing (from screening criteria to exit competencies), 2) policy revisions, 3) orientation and counselor involvement, 4) physical facilities, 5) course structure and content, and, 6) staffing.

Although the proposed program has been described earlier, an attempt will be made at this point to clarify the difference between the existing and proposed program as it effects each of the six areas stated above.

EXISTING

I. Testing

A. Screening (prior to placement)

1. ACT score below 17
2. High school rank
3. Bauer's Math Test
4. Iowa Silent Reading Test (part)

B. Diagnostic

Does not exist in a planned, consistent manner.

C. Exit Competencies

Not well defined or consistently implemented.

PROPOSED

A. Screening

1. ACT score below 17
2. Bauer's Math Test

B. Diagnostic

1. Norwis-Strickland Test of Self-Concept
2. Learning Styles Inventory
3. Learning history
4. McGraw-Hill Reading Test
5. Betts Writing Test
*6. Differential aptitude tests
*7. Vocational interest inventories
*8. Individually administered reading tests
*9. Auditory tests
*10. Visual tests

*Administered as needed.

C. Exit Competencies

1. Establish exit competencies as determined by criterion referred tests and/or standardized tests.

2. Establish method of consistently implementing exit criteria.

3. Establish method of moving students from one level to another within the program as needed.

Rationale for proposed changes in testing and related concerns:

A. Screening

1. Because of the limited amount of time with students, the number of tasks to be accomplished during the orientation and registration process and the level of anxiety of many students, it is desirable to limit the testing as much as possible at this point.

2. Correlations between the ACT (English and Social Studies) and standardized reading tests are sufficiently high enough to permit dropping the reading test without losing predictive validity for placement purposes.

3. The placement criteria needs to be studied to determine the adequacy of its predictive validity.

B. Diagnostic

1. Further testing is needed to determine students' strengths and weaknesses as it effects their instruction.

2. The in-depth testing (items 6-10) will be administered to students in the program only as needed.

C. Some consensus from the faculty and program staff as to what competency levels are required if the program is to be accountable and the data from it is to be interpreted meaningfully.

The proposed changes in testing will require continuous dialogue, cooperation, research and study involving student affairs, the faculty, the program staff, and the students. The primary problem in this area is that there are no perfect predictors of student behavior; therefore, the focus becomes one of finding the best compromise within these constraints which facilitates the student's development and academic success.

EXISTING	PROPOSED
II. Policy	
A. Limit students below 17 on ACT to developmental and orientation courses (CSG 050).	A. Identify introductory transfer credit courses which developmental students can take while improving basic skills.
B. No assessment of students entering as "limited" students.	B. Assess needs of entering "limited" students.
C. No policy regarding Developmental Courses beyond first semester.	C. Determine policy need regarding students requiring more than one semester of Developmental Courses.
D. No policy exists regarding mentally limited students.	D. Explore possibilities for identifying and screening mentally limited students.

Rationale for proposed changes in policy and related concerns:

A. Students need to be able to take introductory level transfer credit courses to provide motivation and an opportunity to apply the skills learned in Developmental courses. Also, the sequence of some programs are designed so that a student must begin that sequence in the fall or wait until the following year to begin the program.

B. Students who enter as "limited" students often need developmental skills but at present we have no means of identifying or advising these students. "Limited students" frequently become full-time students at a later date but are not guided into developmental courses because present policies only address themselves to entering full-time students.

C. Many students require more than one semester to acquire basic skills; however, present policies do not speak to this problem. Decisions also need to be made regarding students who enter developmental courses but do not complete them and later register for transfer credit level courses in those areas. (i.e., fail to complete RHT 001 but enroll in RHT 101).

D. A number of mentally limited students enroll at Triotn (100 students with I.Q.'s below 80 has been suggested as a conservative estimate by the counselors). These students require programs which are very different from the developmental student who is deficient in basic skills. These students are not easily identified by either high school transcripts of ACT scores. The high school transcripts do not

indicate that the student has been in a track for mentally limited students and has good grades because he seemed to be working up to capacity. Some method of identification of these students needs to be determined. Then, decisions will need to be made as to how they can best be served.

EXISTING	PROPOSED
III. Orientation and Counselor Involvement in Developmental Program	
A. Counselor involvement limited to advising student.	A. Counselors assigned to developmental students be intimately involved with students' educational program. Counselors work with student, faculty, and program staff in determing student's needs and goal setting related to the program. (Meeting at least bi-monthly).
B. Orientation Day consists of mostly large group lectures and periods of testing.	B. Orientation Day 1. Large group with dynamic speaker (good at student motivation). 2. More time in stressing group interaction. 3. Develop better acquaintance with Triton and Developmental Program. 4. Less time spent in testing. 5. Use tutors or other students to walk through admissions and fee process with the developmental students as needed. 6. Opportunity for more counseling with undecided students.
C. Orientation Class (CSG 050) are taught by counselors. Seems to lack consistency in terms of content and purpose as well as how long the class meets in that some terminate classes after 6-8 weeks while others meet for the entire semester.	C. Orientation Class (CSG 050) taught by counselors involved in the program. Work on improvement of self-concept utilizing goal setting and other skills related to student as needed for personal or career development. The classes would continue throughout the semester.

Rationale for proposed changes in orientation and counselor involvement and related concerns:

A. An integrated and comprehensive developmental program requires that the counselors, the faculty, and the program staff work together with the students. In addition, having designated counselors involved in the program will encourage accountability and commonality of goals.

B. The student's first day at Triton should be as pleasant and meaningful as possible. More student interaction with college personnel rather than listening and test-taking should encourage this positive experience.

C. The Orientation Class (CSG 050) can facilitate the students' growth and development through career exploration, developing a positive self-concept utilizing goal setting and other skills related to the developmental program and the students' interests. The close involvement of the counselors, faculty, and the program staff throughout the semester should enable each group to monitor the student's progress more directly and therefore enhance the advising and instructional process in a more unified manner.

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EXISTING	PROPOSED
IV. Physical Facilities	
A. All the support programs exist separately. The counseling services are separated from the instructional support services. The writing and math labs exist separately and are minimumly staffed. The reading lab does not exist; it is a locked classroom and students can enter only during their specified class. The tutorial services exist under a separate program (SOS) entirely.	Develop a comprehensive Learning Assistance Center which is centrally located in the traffic pattern of students and faculty and designed to house all of the support services directly involved in the Developmental Program (counseling, reading, writing and math labs, and tutorial services). See floor plans page 14.

Rationale for proposed change in physical facilities and related concerns:

A. The complex needs of a diverse student body cannot be met without a comprehensive program. This comprehensive program cannot function as a large number of scattered and fragmented services. Bringing the services together in one large area would facilitate the 1) utilization of the services, 2) communication of the program staff, faculty, and counselors, 3) articulation with other faculty within the college, 4) coordination of each student's program, 5) better utilization of staff, 6) supervision of program, 7) development of program goals, and 8) program accountability

EXISTING	PROPOSED
V. Course Structure and Content	
A. Reading	
1. Three reading courses at present: RHT009-Vocabulary-2credits RHT045-Developmental Reading-2credits RHT046-Speedreading-2 credits	1. Revise the reading courses integrating vocabulary courses into all of them. a) Change RHT009 to Reading Development, also, b) Determine a sequence between RHT009 and RHT045. Investigate possibility of each becoming a 3-hour nontransfer credit course. c) Upgrade RHT046 to highly selective courses. Check possibility of transfer credit. d) Investigate and possibly revise the number of those courses to reflect developmental level courses.
2. Designed as 1 hour lecture and 2 hour lab. Not really designed that way. Taught as a group 3 hrs. per week.	2. Separate lecture from lab. Use 1 hour as dissemination of skill and 2 hours lab for students to practice skills on other content areas of interest or need.
3. Class size in reading is limited to 15-20 students. Instructor responsible for skill dissemination and supervision of practice.	3. Class size limited to 45-60 students. Instructor meets with 15-20 students per hour for skill dissemination. The other 30-40 students meet in lab for individual practice on skills. This practice would be supervised by a paraprofessional.
4. Faculty load for reading courses is computed at 1 LHE for the lecture and .8 LHE for the lab hours (total 2.6 for each course). Each instructor teaching only reading courses would teach 6 classes for a load of 15.6, but actually 18 contact hours. Each instructor presently has a student load of 120 (6 x 20) if he teaches reading courses.	4. Changing the instructors' responsibility to skill instruction should also change the computation of LHE's to 3.0. Each instructor would teach 4 classes of 60 students for an LHE of 12. This leaves 6 contact hours which should be spent working with the student, the paraprofessionals, tutors, and counselors devising the student's contract for lab work. Each instructor would have a student load of 240 (4 x 60).

EXISTING	PROPOSED
5. Part-time faculty taught more than 60% of the reading classes in fall 1977, (997 students enrolled in reading).	5. With four full-time reading faculty teaching 240 students, we could handle 960 students per semester. With overloads, we could handle up to another 240 students without using part-time faculty. This is a total of 1200 students.
6. Total enrollment in reading (Spring 1978) is only 272 students as compared to 997 in fall 1977.	6. Developing a sequence of Developmental Reading courses and policy regarding student progress would indicate a heavier enrollment in reading courses in the Spring. Consider revising class size in Spring to 45 students.
7. Course content largely composed of fiction. Little effort made to transfer skills to content areas.	7. Course content will consist of reading skills to be practiced on content selected materials (i.e. students interested in nursing would read nursing materials).

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Rationale for proposed change in course structure and content:

1a. Teaching vocabulary as a separate course is theoretically unsound. Research indicates that the value of such efforts is extremely limited. Vocabulary development should be an integral part of any reading course.

1b. A sequence of developmental reading courses is needed to allow some students more time to bring their skills to the level of successfully handling college reading materials. In addition to developing a sequence of such reading courses pursuing the possibility of making each of these courses a three credit hour course instead of two would enable the student to spend more time in skill development in the lab and would benefit the college somewhat in terms of tuition (an additional 1 hour tuition per course per student).

1c. Speed Reading (RHT046) should be a selective course (and possibly given transfer credit) because one should not be working on speed until the basis developmental skills (vocabulary, word attack, and comprehension) are reasonably developed.

1d. Developmental level courses usually have numbers below 10 (RHT001, 009, etc.) and numbers 10 to 100 usually indicate vocational or technical courses. The present system of numbering reading courses as RHT045, 046 are not consistent with this practice.

2. Separating the lecture (1 hour of skill dissemination) from the lab (2 or more hours in practice of these skills) would create a structure which allows the students to practice the skills acquired in lecture on his/her current interests or needs. This would encourage transfer of the skills learned while capitalizing on motivation and relevancy of the course content. This permits much more individualization of instruction than does the present structure.

3. Revising the class structure and the instructor's role would enable the faculty to teach more students eliminating the need for part-time instructors in reading (at least for the present). This would enable the Executive Director of Developmental Education to have a greater role in supervision and planning. The present system makes supervision of part-time faculty very difficult. In addition, the change in the instructor's role would permit a better use of his time and expertise. Supervision of students during practice does not require the level of training (or salary) characteristic of our full-time faculty.

4-5. The change in the instructor's role will require little more preparation for lecture than should be spent at the present; however, it will require time spent with the program staff, counselors, and the student in determining the nature of the student's practice in the lab and in formulating the student's contract. The released time (6 hours compared to the present system) and the faculty's office hours are times when this activity could occur. In addition, time will be required for joint meetings with the program staff counselors and faculty for planning and program development. This structure would permit four full-time reading faculty to teach 960 students as a full load and 1200 students if each faculty taught one class as an overload.

6. Developing a sequence of developmental reading courses would provide a more realistic time period for students with greater skill problems and would provide a more reasonable schedule for faculty in the Spring.

7. Providing skill practice on materials related to the students' needs and interests will have a number of motivational and educational advantages. This will also require more labor (paraprofessionally) and dialogue with other faculty to determine what these materials are. In addition, this will require a larger budget for materials as well as space for housing them.

EXISTING

B. Developmental Writing (RHT 001,002)

1. Students with an English or composite score below 17 on the ACT or who were below the top 20% in high school rank are required to take RHT001.

2. Policy regarding RHT002 is unclear to the writer at the present time.

3. The writing lab is staffed with tutors and a director and is available to students on a voluntary basis.

4. Data to verify the adequacy of placement policy has not been uniformly gathered or tabulated.

5. Students completing RHT001 are permitted to challenge for credit in RHT101. If they are successful in this challenge, they can go directly into RHT102.

6. Neither the content, the skills, nor the sequence in which they are taught, seem to be uniformly established from instructor to instructor.

7. Exit competencies for RHT001 and 002 are not uniformly established.

PROPOSED

1. Other possibilities regarding placement need to be studied. One possibility for some students on the upper end of the scale would be enrolling these students in RHT101 but requiring an additional 2 hours in the lab.

2. Some policy regarding sequence related to RHT002 needs to be pursued.

3. The writing lab would function as part of the Learning Assistance Center enabling greater assessability to the students and better utilization of the staff (the center would be open 40 hours or more per week and staffed with full-time paraprofessionals). More effort would be made to integrate reading and writing skills with the students' needs and interest in content related areas. The writing lab would be required for some students.

4. Data would be acquired to determine the accuracy of the placement criteria.

5. No change is foreseen in this policy.

Rationale for proposed changes in developmental writing:

Placement policies seem to be based on arbitrary decisions or historical precedence and need to be studied. Other structures need to be pursued in determining the most efficient method of developing the students' writing skills. Some opportunity to study the students' writing for other classes should also be pursued in that students sometimes feel they must write correctly for English and that it is not important in history, etc. The rationale for making the writing lab part of the Learning Assistance Center has been discussed earlier and seems to be educationally and economically sound.

EXISTING	PROPOSED
C. Developmental Social Science (SSC005)	
1. Reading and study skills are taught around Time magazine.	1. No changes planned at present in terms of content and format.
	2. SSC005 does need to be studied to determine where it fits in the Developmental Education program, who should enroll in it, and whether it should be taken in lieu of a reading course or in addition to reading.

Rationale for proposed changes in developmental Social Science:

The concern is this area centers around determining its role in the developmental program, where it fits, and whether the skills are duplicating that of the proposed reading program. This course could be more appropriate for students whose basic skills are not that weak but need brushing up and confidence building (i.e. re-entering adults).

D. Developmental Math (MAT001 and 005)	
1. The present structure is individualized modules which are to be self-paced within the semester.	1. Study to determine if this structure works best for the developmental student. Consider adding small group seminars.
2. Completion rate at the present seems low (approximately 50%).	2. Study the completion rate to see what it implies.
3. Housed in the math lab.	3. House in the Learning Assistance Center.
4. Individual assistance provided by instructors.	4. Individual assistance provided by instructors, paraprofessionals, and tutors.

Rationale regarding proposed changes in Developmental Math (MAT001, 005):

1. Developmental students are often least able to guide their own study; therefore, this system might function better for them with more structure and small group seminars.

2. The completion rate needs to be studied to determine if the program needs to be revised.

3. The math lab is crowded at the present and needs to be expanded. Housing the developmental math in the Learning Assistance Center would relieve the space problems without interfering with the program. Housing the developmental math in the Learning Assistance Center would provide more opportunity for coordination of the student's program. Its close proximity to the math department should prevent its becoming separated from the math department, the math faculty, or the math program.

VI. Staffing Needs (See job descriptions in appendix)

Although the needs for additional staff is implied throughout the earlier discussion, it seems to warrant a more precise discussion. The projected needs for additional staff is as follows:

A. One or two additional reading faculty (dependent on whether two or three of the present full-time reading faculty go with the new program or return to some other area in the English Department).

B. Four or five counselors to be reassigned from Dr. Moriarty's area dependent upon finalizing his plans.

C. One director for the Learning Assistance Center.

D. One clerical person for the Learning Assistance Center.

E. Seven to ten paraprofessionals for the Learning Assistance Center to supervise practice in reading, writing, and math skills.

F. Twenty to thirty hourly tutors to assist students in content areas.

VII. Grant

With the assistance of Pat Janes a special services grant has been submitted. Notification of approval is expected in April. (Pat is very optimistic). The grant is to service academically disadvantaged students. The grant proposed is basically the same as the Developmental Education Program with the exception of government regulations regarding selection of students and areas of service to handicapped students. The grant would provide Triton $96,269 per year primarily for additional personnel. The grant provides 12-month salaries for:

1 coordinator	$18,000	(mid-management)
2 counselors	24,816	
3 paraprofessionals	19,992	
Hourly tutors	10,000	
Clerical staff	9,600	
Fringe Benefits	10,861	
Consultants	2,100	
Professional Travel	900	
	$96,269	

b. Write a sentence or paragraph describing the technique.

c. Demonstrate and practice the technique in the nursing lab.

d. State the rationale for the technique.

9. Select six new words which need to be learned.

   a. Enter those new words in personal vocabulary notebook.

   b. Use the word in a sentence (copy one if necessary).

   c. Categorize the aspects of the definition of each new word.

      (Example: A ball is a toy which usually round and will bounce. Toy is the category, round is the visual description, and bounce describes what it does).

The student is then able to answer the following questions about the word:

1. what does it look like

2. how does it function

3. and to what class, group, or category does it belong.

This becomes extremely important when learning new terminology in anatomy and physiology, for new abstract words. (Step 1- appearance can be developed as a mnemonic crutch until the word is familiar).

10. Other activities as needed including personal goals.

APPENDIX I

SAMPLE INDIVIDUALIZED EDUCATIONAL

PLAN (IEP)

A sample IEP for students interested in Nursing but deficient in the basic skills:

The student might be enrolled Fall Semester

1.	Developmental Reading	3*
2.	Developmental Writing	3*
3.	Developmental Math	3*
4.	Orientation	1
5.	Applied Psychology	3
6.	Basic Techniques of Nursing	3
		16 hours

*Non-transferable credit.

An IEP for the first two weeks of this program might include (depending on Diagnostic testing, input from student, counselor, and instructors):

1. Reading an article (3-5pp) from a nursing journal
   a. Recalling and stating the main points covered (using a tape recorder)
   b. transcribing the main points
   c. arrange them in order, and
2. Write a complete sentence or paragragh about the article.
3. Devise a study schedule for one day, implement and revise the schedule for two days, then for a week at a time.
4. Work ten problems converting ratios to fractions to percents.
5. Take and revise notes from Applied Psychology.
6. Take a practice exam in Applied Psychology.
7. Read one article about CAREERS IN NURSING. (Repeat (a-c) in 1 above).
8. Describe (utilizing a tape recorder) one basic nursing technique learned in that class.
   a. Check the description for correctness of content and sequence.

APPENDIX II

APPENDIX II

EXECUTIVE DIRECTOR OF DEVELOPMENTAL EDUCATION

Responsibilities:

1. Provides leadership for the development, implementation, and evaluation of a comprehensive program of remedial and developmental services. Coordinates and is responsible for the effective use of the various available instructional and supportive services and resources including diagnostic testing, counseling, academic advisement, and the various types of media and modes of instruction necessary to meet individual needs.

2. Collaborates with student personnel services, learning resources, and the appropriate academic departments to promote the objectives of the General Studies curriculum.

3. Collaborates with student personnel services, the appropriate Learning Resource Center personnel, and the academic departments to provide a system of tutorial services for all students.

4. Collaborates with the School of Continuing Education relative to the development, operation, and evaluation of the Adult Basic Education(ABE) and General Educational Development (GED) instructional programs.

5. Works directly with Learning Resource Center personnel to insure appropriate utilization of the Independent Learning Laboratory, production activities, and materials acquisition.

6. Prepares the annual budget for the Developmental Education office. Oversees expenditures and insures efficient use of these funds.

7. Develops, along with appropriate other administrators and faculty, the long-and short-term goals for areas of responsibility.

8. Maintains an on-going staff development program for all personnel involved in remedial and/or developmental programs.

9. In collaboration with appropriate administrators and faculty, develops and maintains an on-going evaluation of programs, services, and personnel within the area of responsibility.

10. Recommends staff positions and participates in the selection of staff for areas of responsibility.

11. Works with the Director of Research in preparing statistical analyses of the Developmental Education programs and services.

12. Participates in articulation meetings with area high schools as relates to area of responsibility.

13. Works directly with the Assistant Vice President Grants in preparing funding proposals for all areas of responsibility.

14. Serves as chairperson of the Developmental Education Advisory Committee.

15. Other duties as may be assigned by the Vice President for Academic Affairs.

LEARNING ASSISTANCE CENTER COORDINATOR (MID-MANAGEMENT)

1. Supervise program and staff in compliance with HEW guidelines, program objectives and college philosophy.

2. Assist in providing for in-service training for faculty and program staff including use of consultants when appropriate.

3. Coordinate routine staff functions including periodic program staff meetings.

4. Establish procedure to maintain records on program participants.

5. Coordinate developmental learning activities for program participants.

6. Recruit, screen, and provide training for paraprofessionals and tutors.

7. Conduct on-going survey of needs of program and academically disadvantaged students.

8. Establish and maintain communication with all areas of college particularly those serving academically disadvantaged students.

9. Serve as resource for faculty before and after student referral to project.

10. Serve as liaison between program and community including publication and dissemination of program materials.

11. Assist in program evaluation.

12. Other duties as assigned by the Executive Director.

PROGRAM COUNSELOR

1. Provide personal, academic and vocational counseling for academically disadvantaged students.
2. Provide orientation program for academically disadvantaged students.
3. Hear academically disadvantaged students grievances.
4. Receive referrals from instructors, counselors, and other staff members to determine students' needs and provide methods to meet these needs.
5. Refer students to other areas providing supportive services such as financial aids, Career Corner, or community agencies.
6. Establish working relationship with program instructors in order to meet the students' educational and psychological needs.
7. Provide an adequate testing service so students may gain insight into vocational areas of interest and ability.
8. Conduct orientation classes and specialized self-growth classes for academically disadvantaged students.
9. Work with instructors, tutors and paraprofessionals in developing student IEP's.
10. Participate in developing a record keeping system that promotes coordination of the student's development and facilitates student program evaluation.

PARAPROFESSIONALS IN READING, WRITING, AND STUDY SKILLS

1. Assist students in the application of skills acquired in reading, writing and stud, skills to specific content areas.
2. Provide for an individualized approach to the instruction within the assigned groups of students.
3. Provide for the special needs of disadvantaged students adapting techniques for learning styles of the individual and assisting the student in solving problems.
4. Recommend library resources, audio-visual aids, and other independent study materials for student use.
5. Inform students of educational and occupational opportunities.
6. Consult with instructors and provides direction for tutors during the tutoring process.
7. Consult with the Executive Director on matters pertaining to program problems; observes proper channels of communication.

8. Assist in the evaluation of student skills and development throughout the program; works with program staff in developing IEP's.

9. Determine relevant independent study materials for reading development and supervise students with use of these materials.

10. Participate in the supervision and follow-up of students in conjunction with program counselor and other program personnel.

11. Maintain adequate and accurate student files.

TUTORS

1. Tutor students in specific content area.

2. Participate in program orientation and staff development workshops on academically disadvantaged students.

3. Develop materials to aid learning for students in their content area.

4. Collect materials (audio-visual, etc.) to aid students in independent learning.

5. Participate in the development of students' IEP's.

6. Keep adequate records.

7. Establish working relationship with program staff and other faculty which enhances student's development.

8. Adapt or acquire materials suitable for specialized needs of academically disadvantaged students.

9. Provide specialized services as needed (reader for blind, escort service for handicapped, bilingual tutoring, signing, interpreting).*

10. Provide social and academic support for the student.

*Note: No one tutor will be expected to provide all these specialized services but will be expected to provide at least one of them.

STAFF AIDE - SECRETARY

1. Assist in performing initial student assessment.

2. Assist students with use of equipment in the Independent Learning Lab.

3. Update student records within developmental files as required.

4. Respond to personal inquires and telephone calls making appointment for other staff members.

5. Prepare routine statistical reports for developmental education evaluation.

6. Review student records and submit revision data as needed.

7. Assist program personnel with tutoring functions, schedules, etc.

8. Perform general clerical duties as required.

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MAY 26 1978

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